

COMM 402-201(2476) Ritchell
COMM 402 Organizational Leadership & Change Management
Fall 2023 Course Syllabus
Wednesdays, 7:00- 9:30 PM, classroom SOC 013

Instructor: Herb Ritchell
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Office Hours: 1 hour before and after class, but please make an appointment. Also available by phone or email.

Required Texts:

- "Business Acumen for Strategic Communicators," by Ragas & Culp, Emerald Publishing, 2021, ISBN: 978-1-83867-662-9 (print), 978-1-83867-659-9 (online).
- "Change," by John Kotter, published by Wiley, 2021, ISBN 9781119815846 (print), 9781119815884 (ePub)
- Wall Street Journal (get a student subscription)
- Additional readings and materials will be provided by the instructor in class and/or Sakai

Course Description:

An organization's ability to anticipate, plan for and manage mergers, acquisitions, downsizings, and other changes and emerge stronger afterward is an important measure of its leaders. Since strategic communication plays a critical role in the change-management process, students will examine best practices in organizational leadership and change management. Strategic communicators also need to understand the organization's business goals, its financial situation, the motivations of their leaders and the framework in which business decisions are made. But first, students will be introduced to major economic, financial, and business principles and the concepts and values that guide organizations.

Course learning outcomes:

Students will be able to comprehend, apply and demonstrate a grasp of the following:

1. Business acumen—an understanding of business & financial terminology, functions and structure
2. Gain an understanding of leadership principles, processes, and psychology
3. Recognize drivers of organizational change
4. Demonstrate the importance of effective change management
5. Gain knowledge and leadership skills to help orchestrate successful change

Course Outline:

Class Participation: 10%

Participation means contributing regularly to the class, via discussion, presentation, and group participation. Ask guest speakers questions. They're experts. Participating in class gives you the chance to test your problem-solving skills and hone your skills as a communicator.

It is important to come to class prepared, having read the assigned readings and ready to discuss them. Be sure to speak up in class. Share your ideas, questions and point-of-view with the class. Let's have a dialog. And be a solid team member. Participation counts for 10% of your final grade.

Team Projects: 45%

You can't do it alone in the real world. You need to depend on others to do your best work. There will be three team case projects. You will choose student teammates (groups of 2 or 3) and develop a communication plan to address an organization's change communication needs. Specific project details will be provided in class. Each team project represents 15% of your final grade. You will have a chance to grade each member's contributions and cooperation, too. You can also vote a member off the team.

Remember that in business you are frequently writing to a professional audience. Structure your writing style accordingly. Content, quality, persuasiveness, grammar, and neatness count. Use spell-check. You need to be the best speller in your organization. Papers containing typos, errors in grammar and punctuation will be downgraded. Check your facts and proofread your work. And re-proof it.

Tests: 45%

There will be three short exams to assess the student's comprehension of concepts and practices presented in class and the readings. The exams will likely include multiple choice, fill in the blank and brief essay. Each test will count for 15% of the final grade.

Course Changes:

Flexibility is key. Covid taught us that. While we hope to meet together in the classroom we may occasionally meet remotely online via Zoom. We also want to take advantage of the availability of guest speakers, experts in this field. So, the instructor reserves the right to make changes in the course schedule and assignments. Regular attendance in class and attention to email updates are the best way of keeping up with changes that may occur.

Attendance:

The instructor does not recommend missing any class sessions as in-class exercises or homework could be given in your absence. Making up the missed work may not be possible. If you must miss a class, make arrangements to get notes and any assignments from other students and complete it by the date it is due. Absences on the day of a test will not be acceptable. If you must be absent one those days, you must contact the instructor in advance. You will be required to present medical or other emergency/official documentation explaining your absence before you will be permitted to make up the exam.

Original Work:

Originality is a hallmark of our profession. When using work other than your own always provide attribution. Anyone caught plagiarizing in this class will receive a grade of "F" for the assignment. Be aware of the strong university sanctions against plagiarism. Consult the *School of Communication Statement on Academic Integrity* for more information (attached).

Deadlines:

Communication professionals always meet deadlines. Assignments are due in class. Late assignments will not be accepted. If you must miss a class your assignment still must arrive on time.

Grading Scale

A	93-100	A-	90-92
B+	87-89	B	83-86
B-	80-82	C+	77-79
C	73-76	C-	70-72
D+	67-69	D	64-66
F	below 64		

Tips for succeeding in the course:

- Attend class. If the instructor talks about something in class, it must have some significance.
- Read the texts. If something is not clear, ask about it in class.
- Ask guest speakers questions. They are experts, great contacts for networking.
- Proof and edit your work. Re-write, edit, and edit again. No typos allowed. Use spell check. An innocent typo can make you, or your boss, look like an idiot.
- Don't try to eat an elephant in one bite. Keep up with the work and the readings.
- Style points count. A professional-looking paper or presentation has a way of earning extra attention.

Zoom Class Expectations:

If/when we go online, please turn on your Zoom camera for the class. And please speak up. Your square will light up so we can see who has a thought or question to share. Attend each session. Please be on time. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

Class Recordings

In this class software may be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)).

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notice/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.),

and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping

content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.